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ABSTRACT

Project STAR I, a summer program administered by the Indianapolis Public Schools, provided over 400 economically disadvantaged young people (16 to 21 years old) with supervised work/intern experiences and career education activities designed to promote career development and continued academic pursuit. The project had three basic components: STAR I, the Gold Star Mentor Program, and a Tutorial component. In STAR I, participants worked six hours per day, five days a week. Biweekly, they attended training workshops which focused on the exploration of career options, educational/attitudinal motivation, and the sharing of worksite experiences. The Gold Star Mentor Program sought to create summer "partnerships" between business/community leaders and 60 high school participants in STAR I in an effort to provide the students with role models and increased career exposure. The tutorial component provided experiences for high school students as teacher aides and/or tutors. Through analysis of records, observations, interviews, and questionnaires, the evaluatators concluded that, overall, the three components achieved their goals. Evaluation materials are provided in appendices to this report. (CMG)

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Final Evaluation Report

STAR I

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UD023742

Final Evaluation Report

of

STAR I
(Summer Training Achieves Results)

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TABLE OF CONTENTS

	Page
List of Tables	iii
List of Graphs	iv
List of Appendices	v
Acknowledgements	vi
I. Introduction	1
A. An Overview of Project STAR I	2
1. Background	2
2. Goals and Objectives	3
3. Job Descriptions	4
4. Student Selection	5
5. Training and Timeline	6
B. Evaluation	9
II. Results	12
A. Summary Analysis of Records	13
B. Observation	14
1. Training	14
2. GOLD STAR Mentor Reception	15
3. Tutoring Component	15
C. Interview Results	16
1. GOLD STAR Mentors	16
2. Job Coaches	19
3. Students	22
D. Questionnaire Results	26
1. GOLD STAR Mentors	26
2. Employers	27
3. Students	28
III. Conclusions and Recommendations	40
A. Conclusions	41
B. Recommendations	44
Appendices	47
Appendix A: 1983 SYEP and STAR I Organizational Charts	48
Appendix B: STAR I Analysis of Records	50
Appendix C: STAR I Interview - GOLD STAR Mentors	51
Appendix D: STAR I Interview - Job Coaches	53
Appendix E: STAR I Interview - GOLD STAR Students	56
Appendix F: STAR I Questionnaire - GOLD STAR Mentors	59
Appendix G: STAR I Questionnaire - Employers	61
Appendix H: STAR I Questionnaire - Students	62

LIST OF TABLES

		Page
1.	Evaluation Timetable: STAR I	11
2.	Summary of Attendance/Attrition	13
3.	Summary of Demographic Data	13
4.	Responses to the GOLD STAR Mentor Questionnaire	29
5a.	Responses to the STAR I Employer Questionnaire	32
5b.	Responses to the STAR I Employer Questionnaire	34
6.	Responses to the Student Questionnaire	36
7.	Summary of Demographic Data for the STAR I Students Who Responded to the Questionnaire	39

LIST OF GRAPHS

		Page
1.	Percent of Responses to the GOLD STAR Mentor Questionnaire.....	31
2a.	Percent of Responses to the STAR I Employer Questionnaire.....	33
2b.	Percent of Responses to the STAR I Employer Questionnaire.....	35
3.	Percent of Responses to the STAR I Student Questionnaire.....	38

LIST OF APPENDICES

		Page
Appendix A:	1983 SYEP and STAR I Organizational Charts	48
Appendix B:	STAR I Analysis of Records	50
Appendix C:	STAR I Interview-GOLD STAR Mentors	51
Appendix D:	STAR I Interview-Job Coaches	53
Appendix E:	STAR I Interview-GOLD STAR Students	56
Appendix F:	STAR I Questionnaire-GOLD STAR Mentors	59
Appendix G:	STAR I Questionnaire-Employer	61
Appendix H:	STAR I Questionnaire-Students	62

Acknowledgements

The education of our youth must never end, but this evaluation report must. By the time this study reaches you, the reader, many (un)predictable events may have occurred in the program participants lives. Perhaps these events will illuminate the educational issues involved. It is our fervent hope that this initiative will trigger additional efforts in the educational milieu expressly designed for life-long positive learning and employment.

The evaluation team is indebted to the Indianapolis Public Schools' Office of Supplemental and Auxiliary Services and its leadership for encouragement and support in carrying out this evaluative study. Without the staff's patience, consideration and cooperation, this work might never have come to fruition.

Special credit must also be extended to several sources of financial and related support, including the Eli Lilly Endowment, the Greater Indianapolis Progress Committee (GIPC), the United States Department of Labor, and the Indiana University School of Education. This effort is but one illustration of schools, businesses and a university interfacing in order to have a positive impact on students' educational and socialization experiences.

INTRODUCTION

An Overview of
Project STAR I*

Background

The 1983 Project STAR (Summer Training Achieves Results) I, was part of the network of the Summer Youth Employment Program (SYEP) administered by the Indianapolis Public Schools (IPS). Program funds were provided in part by the Department of Labor under the Comprehensive Employment and Training Act (CETA) and the Lilly Endowment of Indianapolis. Project STAR I was designed to provide economically disadvantaged youth with the knowledge, motivational/attitudinal development, and work experience which would enhance their occupational marketability. The project contained several components: training; counseling; the GOLD STAR Mentor Pilot Program; tutoring: and on-going work-site employment. There were originally 424 students in the STAR I project, with much overlapping of participants within the above components.

The purpose of STAR I was to enroll youth, ages 16 through 21 (i.e., those who are in school or who have completed secondary school status) in well supervised work/intern experiences and career education activities, designed to promote career development and continued academic pursuit. A majority of STAR I participants have previously been enrolled in the former 1982-83 in-school STAR program. These students attended weekly employment training workshops during the academic school year and worked part-time in public sector organizations. Many of the STAR I participants continued their work/internship experience throughout the summer. STAR I summer participants worked six (6) hours per day for a total of 30 hours per week. Bi-weekly (i.e., pay days), the participants attended training workshops which focused on the exploration of career options, educational/attitudinal motivation and the sharing of work site experiences.

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* The information in the INTRODUCTION section of this report was taken from documents provided by the Indianapolis Public Schools.

Goals and Objectives

A. STAR I Project

1. To provide youth with a well-supervised work experience in order to "reality test" their perceptions of occupations related to their career interests.

2. To allow participants to earn needed income while gaining hands-on work experience.

3. To provide bi-monthly classroom exploration and counseling activities to reinforce the work experience and career development of participants.

4. To allow participants to learn appropriate job maintenance performance skills as documented by their employer's evaluations.

5. To assist youth with specific skills which will increase their motivation towards and transition into occupations related to their career interests.

6. To assist participants in developing a resume to demonstrate their ability to access "employer valued" job skills competencies; and to demonstrate their knowledge of preliminary career planning and job search strategies.

7. To pilot a community leader/career mentor program for 60 STAR I participants, referred to as the GOLD STAR Project.

B. GOLD STAR Mentor Program

1. To provide a pilot program which seeks to create summer "partnerships" between business/community leaders and the high school youth who are participants in the STAR I program.

2. To offer high school students role models, and career exposure that will better prepare the youth for the "world of work in private enterprise."

3. To provide a contact with the youth's parents to support and discuss the youth's educational and career interests.

4. To offer youth on-site career observation visits with their assigned mentors and with other employers whose career field is related to the youth's career interests.

5. To assist youth in preparing a resume.

C. Tutorial Component

1. To provide experiences for the students as teacher aides and/or tutors.

2. Other goals as stated for the STAR I Project.

Job Descriptions

A. Role of the Project Director

1. To direct all staff activities of the youth employment programs ensuring that the program goals and objectives are being achieved.

2. Support and supervise project staff.

3. Responsible for the budgetary monitoring of the projects included in the SYEP, processing budget modifications, and assisting the IPS Accounting Division with claim reimbursements.

4. Maintain records necessary for the SYEP final audit.

5. Coordinate day-to-day information flow within the programs.

6. Other duties as assigned by the immediate supervisor.

B. Role of Assistant Manager

1. Supervise and coordinate the activities of the project Group Leaders.

2. Document grievances from work site personnel, the youth participants, and/or the Group Leaders.

3. Insure accuracy of participant attendance documentation and collect this information for the project administration.

4. Document the program compliance to work site agreements, the Act, and the regulations governing the SYEP.

C. Role of the Leadership Job Coach

1. Responsible for the implementation of Project STAR I through the development and monitoring of student leadership contracts and the facilitation of leadership workshops in the assigned high school.

2. Implement program curriculum in small groups or individually with participants.

3. Negotiate participant leadership contracts and conduct progress evaluations to insure contract commitments are being fulfilled.

4. Review students' performance with student organization advisors and work site supervisors.

5. Conduct intake and administer assessment to predict student career interests and potential.

6. Serve as liaison with work sites to develop meaningful internships and monitor for compliance with work site agreements.

7. Keep accurate records regarding participants' attendance, performance, disciplinary actions, and payroll documentation.

8. Coordinate and assist with team teaching services extended by private sector employers.

D. Role of the Group Leader

1. Supervise and counsel youth enrolled in a summer work experience/ career education program.

2. Supervise participant case load.

3. Gather and forward accurate participant attendance documentation to the Project Manager.

4. Serve as liaison for the project management with the work site or training site.

5. Serve as participant counselor.

6. Other duties as assigned.

The organizational charts for SYEP and STAR I are located in Appendix A.

Student Selection

A. STAR I

Students who participated in STAR I were first determined eligible according to the guidelines established by the Office of Management and Budgets (OMB). In addition to the guidelines established by OMB, students selected for Project STAR I met the following criteria:

The students:

1. must have been at least sixteen (16) years of age
2. must have completed ninth grade
3. must have a "C" or better overall grade average
4. must have indicated chosen career interests/aspirations
5. must have possessed good school attendance records
6. must have scored 25 points or above as a result of the intake interview

Interviews were based on the following:

1. appearance
2. eye contact
3. grammar
4. diction
5. maturity
6. enthusiasm
7. appropriateness of comments
8. neatness

B. GOLD STAR Mentor Program

The GOLD STAR Mentor Program was a very special project in the STAR I program. In addition to meeting the criteria for Project STAR, students selected for GOLD STAR must have met the following criteria:

1. They must have exhibited extremely positive attitudes.
2. They must have been willing to participate in activities outside of their assigned work sites.

The students selected for the GOLD STAR Mentor Program represented the highest ideals of Project STAR I.

C. Tutorial Component

The participants chosen to participate in the tutoring program which was operated at IPS School #26 must first have met the requirements for Project STAR I as well as the following criteria:

1. They must have received recommendations from teachers.
2. They must have a grade average of "B".
3. They must have indicated career interests in service related fields.
4. They must have indicated future plans of going into the educational field.

Training and Timeline

STAR I orientation was provided by the IPS/SYEP administration for the operational staffs of the projects, the work site personnel, and the participants as follows:

1. Training of IPS/SYEP supervisory, training, and services staff regarding the rules, regulations and procedures pertinent to their positions.

2. Formal work site orientation regarding contractual agreements with their agencies and supervisory responsibilities; and pertinent state, federal and local regulations governing the SYEP; and participant payroll procedures and personnel policies of the SYEP.

3. Prior to reporting to work site assignments, all SYEP participants attended workshop orientation sessions and received an explanation of the program's purpose and goals; participants' rights and responsibilities; payroll and grievance procedures; and labor market information.

STAR I students participated in four bi-weekly training workshops, attending six hour sessions (i.e., totaling 24 hours of training). Training sessions were held at a variety of locations around the city and focused on career exploration, labor market orientation, educational/attitudinal motivation and the sharing of work site experiences. Business and community leaders gave lectures and presentations on workshop topics. Job coaches met with STAR I participants in small group discussions and helped with program organization and management of students. Attendance for training sessions was mandatory with payroll checks being distributed at the end of the day.

The timeline for the Project STAR I was as follows:

A. Outreach and Recruitment

1. Publicity was provided via radio, television, newspaper, public agencies' newsletters, etc.

2. Meetings were conducted with township schools' superintendents, principals, and their high school SYEP contact persons.

3. Youth eligibility certification forms were distributed to Marion County public high schools, multi-service centers and community youth-serving agencies.

B. Eligibility and Intake

1. Participant eligibility application forms were completed and returned.

2. Eligibility verification and notification announcements were sent to the participants. Intake interviews were scheduled at schools and multi-service centers.

3. Applicant intake interviews were completed and career interest surveys were administered.

C. Assignments

1. Project criteria and work site position(s) requirements were entered into the IPS computer system.

2. Applicant data was entered into the IPS computer system.

3. Computerized sorting and ranking of applicants was completed to match project/work site assignment criteria.

4. Final selection and assignments were made by the intake staff based on the computer output information.

D. Matching Students and Work Sites

1. The work sites chosen for Project STAR I included public and private not-for-profit organizations. The organizations chosen allowed the participants to gain career internship opportunities in a particular field. The organizations which offered these opportunities included city, county state, and federal offices, day care centers, social service centers, and other multi-service centers.

2. Students were matched to their work sites based on their career interests, personalities, capabilities, attitudes and availability of positions.

3. Agencies serving as work sites signed a work site agreement or contract explicitly specifying the positions to be filled. The contract also contained a list of required skills, appropriate dress, and work hours. Participants were required to abide by the rules of their work sites and by the rules established by IPS/SYEP.

E. Participant Notification

1. Participants were notified by mail regarding acceptance into the SYEP and informed of starting dates, times and places for orientation.

2. After the initial selection process had been completed a pool of eligible applicants were maintained to supply replacements as requested by agencies through July 15, 1983.

3. Eligible youth, ages 16 through 21 years, who were not assigned to SYEP projects were invited to attend job search readiness workshops to encourage their continued summer job search.

Evaluation

The evaluation incorporated four sources of information to analyze the multi-faceted STAR I Program (see Appendices B-H). The methods of collecting the information were analysis of records (i.e., attendance and attrition rates of the participants, demographic data), observations (i.e., training and GOLD STAR Mentor group session and the tutoring component), interviews (i.e., random sample of GOLD STAR Mentors, job coaches and GOLD STAR student participants), and questionnaires (i.e., all STAR I student participants, all GOLD STAR Mentors, and employers who retained more than five STAR I students). Observations and interviews provided a qualitative analysis of the program, while the questionnaires and record analysis provided quantitative measures of evaluation.

The interview and questionnaire instruments were reviewed by a panel of experts to insure content validity. A random sample of GOLD STAR students (N=19), GOLD STAR Mentors (N=18) and job coaches (N=5) were interviewed by members of the evaluation team. The job coaches and students were interviewed in person while the mentors were interviewed by telephone. Questionnaries were administered to all STAR I student participants (N=406), all GOLD STAR Mentors (N=70) and employers who retained more than five STAR I students (N=18). The student group had a 76% response rate to the questionnaire, based on the number of students reduced by the attrition rate. Students were requested to complete the questionnaire at their last training session. The employers and GOLD STAR Mentors received their questionnaire through the mail. The return rate was 100% for the employers and 71% for the GOLD STAR Mentors.

The evaluators acquired the attendance/attrition records at the conclusion of the summer program from the STAR I coordinators. The analysis of these records included student enrollment, average daily attendance, attrition rate and demographic data for the students. Analysis of the on-going employment

training focused on the teaching of basic job skills and performance and job related problems. The tutorial and training curriculum was evaluated for its design and appropriateness for achieving program goals, application of skills and follow-up. A most important aspect of the GOLD STAR and student employment projects is the counseling component. Analysis of this component investigated the following: frequency of contact between mentors/job coaches and students, availability of counselors, quality and value of counseling sessions, networking opportunities and career guidance. Employers, mentors, and students were surveyed to ascertain the realization of program goals (i.e., youth employment, career awareness and aspirations, job performance, mentor and counseling assistance and job training). An investigation of the youth employment factor involved attendance/attrition rates, career match, performance, motivation, and operational procedures (i.e., pay, schedules, organizational structure).

The evaluation process utilized a systematic implementation of the data collection procedures (see Table 1). The following pages report the findings from the data collection procedures. The results section of this report represents a summary table of the attendance/attrition rates and demographic data for the students; a summary of the observations of training, a GOLD STAR Mentor session and the tutoring component; a summary of the GOLD STAR Mentor, job coach and GOLD STAR student interviews; and a summary of the findings from the questionnaires administered to the GOLD STAR Mentors, employers who retained more than five STAR I students and STAR I students. The final section of the report lists conclusions and recommendations for the STAR I, GOLD STAR Mentor Project and the Tutoral component.

Table 1

Evaluation Timetable: STAR I

(July 5, 1983 - August 19, 1983)

	July 5 - July 8	July 11 - July 15	July 18 - July 22	July 25 - July 29	August 1 - August 5	August 8 - August 12	August 15 - August 19
	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F
Analysis of Records			X		X		X
Observations	X			X		X	
Interviews			X X			X X X X X	X X X X X
Administration of Questionnaires						X X X	X X X

The above timetable details only the length of the summer program and proposed evaluation intervals.

RESULTS

TABLE 2

Summary of Attendance/Attrition

Total Enrollment	424
Attrition Rate	4.3%
Total Possible Days of Attendance	41
Average Daily Student Attendance	39**

TABLE 3

Summary of Demographic Data

RACE	Number of Black Participants	395
	Number of White Participants	27
	Number of Other Participants	2
SEX	Number of Female Participants	271
	Number of Male Participants	153
AGE	Average Age	17.0

**The average number of days in attendance for each student compared to the total possible days of attendance.

Observations

The evaluation team conducted observations of the STAR I training sessions, the GOLD STAR Mentor Program Reception and the tutorial component.

Training

The evaluators observed two of the four bi-weekly training sessions held at Anderson Auditorium, Tech High School and The Children's Museum. STAR I students were involved in training the full day, hearing noted community speakers, participating in small group activities, viewing films, and discussing their knowledge and skills learned in the workplace. One training session included a humorous student style show, featuring the "do's and don'ts" of a career wardrobe. All participants seemed to enjoy the activity and appreciate the clothing tips. Emphasis for training was given to labor market orientation and employer expectations.

The job coaches played an important role in the training process and the evaluators were continuously impressed with their concern for the students and their professionalism. The STAR I program was most fortunate to have such a high caliber of job counselors. The training component of STAR I reflected the job coaches' commitment to youth and their professional work.

The training sessions were conducted with the STAR I students in attendance. Organizing and managing this large number of students was an overwhelming challenge for the job coaches. Valuable training time and energy was often wasted trying to get students quiet and in order. Many STAR I students were well-behaved and followed directions, while others were out of their seats, talking, yelling and generally disruptive. Training coordinators and job coaches appeared to be frustrated with the difficulty of managing student

behavior with such a large goup of youth.

GOLD STAR Mentor Program Reception

The evaluation team attended and observed the GOLD STAR orientation ceremony held on Friday, July 8th at the Indianapolis Children's Museum. In attendance were the GOLD STAR students and their parents, the GOLD STAR Mentors and STAR I staff members. For most of the students and their assigned mentors, this was their first opportunity to meet. Speakers from various community organizations and a special presentation from Mayor William Hudnut comprised the evening's program. Mentors and students used the reception to get to know each other and to make future plans for the summer.

Tutorial Component

A third component observed in the STAR I Program was a tutorial component at IPS School 26. A group of nine (9) high school and college students, an instructor and a job coach/counselor were responsible for implementing the tutorial component. In accordance with the goals of the STAR I Program, the tutorial component allowed the youth to broaden their career knowledge and enhance specific skills which may increase their future employment opportunities.

These nine students received special training in order to tutor elementary students attending the summer school program. The young people served as aides to classroom teachers. They worked in the mornings, one-on-one and in small groups, tutoring children in basic subjects. The STAR I students spent the afternoon developing curricular materials under the supervision of an instructor. After summer school had ended the tutors continued to develop instructional material that would be used in elementary classrooms throughout the IPS system. In addition, these students attended the regular bi-weekly training sessions with other STAR I youth.

Telephone Interview Results

GOLD STAR Mentors

1. How were you recruited to participate in this program? (contacts, meetings, correspondences)

   The GOLD STAR Mentors listed the following recruiting methods: personal contact by the director of the program; informed of the program at a meeting of the board for the GOLD STAR Program; received a letter requesting volunteers and information received at church (i.e., church bulletin and an announcement). Some mentors also reported not being contacted by the SYEP staff and only being called by the student.

2. In your opinion what were the goals of the program?

   GOLD STAR Mentors listed the following goals:
   - To give students insight into a career;
   - To take in an above average student;
   - To encourage an economically disadvantaged student;
   - To talk about academic and career preparations;
   - To give students opportunities for hands-on experience;
   - To help students with resume;
   - To give support and encouragement to students;
   - To establish a contact with a business for students;
   - To open new doors for students;
   - To help students find jobs and teach them how to keep the jobs;
   - To prepare students for a profession;
   - To enhance common skills;
   - To match up a high school student with a mentor; and
   - To meet and have contact with a student.

3. We were told that one of the goals of this project was to have you serve as a role model for your STAR I student. How have you been able to implement this goal?

   For most of the GOLD STAR Mentors, spending time with the student was most important. However, time was at a minimum for most of them. The time that was spent with the students included:
   - Taking the student on a tour of the mentor's place of work;
   - Taking the student out to lunch;
   - Providing a positive image;
   - Taking the student to the mentor's home;
   - Staying in contact;
   - Visiting with the student's parents;
   - Setting up visits with people who had the same career interest as the student's;
   - Taking the student to the mentor's business meeting; and
   - Introducing the student to the mentor's fellow workers.

4. A second goal was to provide the students with an opportunity to get exposure to various careers. How have you accomplished this?

   The GOLD STAR Mentors felt that by setting up visits to other businesses, providing tours of their own businesses and through conversations they had exposed the student to a few more careers. A majority of them felt that there just wasn't enough time for the various activities.

5. Did the STAR I student assigned to you have a career interest that was similar to yours?

   Five of the GOLD STAR Mentors interviewed stated that the career match was good. Three stated that the match was similar and ten stated that the match was different.

6. How many contacts or counseling sessions did you have with your STAR I youth? Please describe the general nature of those contacts.

   Contacts that were in person ranged from two to three times per mentor. Telephone contacts ranged from 2 to 5 times per mentor. Most of the telephone contacts were to set up appointments for meetings. Some of the personal contacts included tours, lunches and sharing of ideas and information.

7. Have you had any contact with the youth's parents?

   Eleven of the GOLD STAR Mentors interviewed had not met the parents of their assigned youth. Seven had met the parents either at the orientation on July 8th or had visited the home of the youth.

8. Please describe the two career observations visits arranged by you for your STAR I youth.

   As stated in question 4 by some mentors, there simply was not enough time. However, many arranged tours and interviews with people working in careers of interest to the student as well as the mentor's own place of work. One student had the opportunity to attend a symphony rehearsal as well as a symphony concert with his/her mentor.

9. How did you assist your STAR I youth in preparing a resume?

   Sixteen of the eighteen GOLD STAR Mentors interviewed did not assist their assigned youth in preparing a resume. Most of them felt there was not enough time to do this. Many responded that because they had plans to stay in contact with their STAR I youth, they would pursue this activity in the future.

10. Would you participate in a similar role next summer or during the school year?

    All of the interviewed GOLD STAR Mentors said they would participate again. Some of them had stipulations to their participation, such as:
    - They would participate next year if the student career match was better.
    - They would participate if their schedule permitted.
    - They would participate if the program started earlier.
    - They would participate, but not during the school year.

11. What are your plans to continue your relationship with your STAR I student?

Half of the GOLD STAR Mentors said they had no plans to continue their relationships with their STAR I students. However, some said that if their assigned STAR I youth needed them they would be available, but no definite plans had been made. The other half said they plan to keep in contact and had made definite plans to see their STAR I student.

12. Other suggestions or comments for program improvement?

The GOLD STAR Mentors gave the following suggestions or comments about the GOLD STAR Mentor project:

- It would help a lot if there had been more meetings arranged, more information given and a definite structure to the program.
- Some felt that the student should be a sophomore rather than a senior.
- The project needs to start earlier so that we could have more time.
- There should be a more specific outline of obligations for mentors to follow.
- Some felt that the students should be older because they would take the experience more seriously.
- The career match should be more coordinated with the student's aspirations.
- Students did not have realistic expectations of career goals.
- It was a positive program.
- Wish I had known more about the program.
- I will try to get more people to participate next time.

STAR I

Interview Results

Job Coaches

A. Training

1. Do you feel that the student training for the STAR I program was (adequate, helpful, deficient) in assisting them with their summer work experience? Why?

The job coaches agreed that the STAR I training was adequate to helpful in assisting students with their work experience. The training was designed and developed by the job coaches and most felt the training was quite helpful, considering the large number of students.

2. How could the training have been improved?

Suggestions for improving the STAR I training included: shortening training sessions; working with smaller groups of students (i.e., 300 students too difficult to manage and train together); and only admitting students into the program at the beginning of the summer.

3. What was the most valuable part of training for the students?

The job coaches felt the most valuable part of the training was the "labor market orientation" focusing on how to get and keep a job.

4. Do you feel that your training as a job coach for the STAR I program was (adequate, helpful, deficient) in assisting you to fulfill your position? Why?

Training for the job coaches seemed most helpful and was thorough in the explanation of SYEP operations, rules and regulations. Job coaches also praised the emphasis on counseling.

B. Counseling

1. How often have you had contact with your assigned students? Type of contacts?

Job coaches reported to have had daily to weekly personal contact with their assigned students.

2. How often have you had contact with the student's employer? Type of contacts?

Job coaches had personal contacts with employers on a daily to weekly basis.

3. With the student's parents? Type of contacts?

   The students' parents were contacted infrequently regarding the program, field trips, student discipline or attitudinal problems, etc.

4. With the GOLD STAR Mentors? Type of contacts?

   The job coaches met personally with the GOLD STAR Mentors at the Children's Museum reception and thereafter contacted them by telephone to arrange GOLD STAR student-mentor visits and on-going program maintenance.

5. Do you feel that the counseling sessions have been valuable to the students? How?

   The job coaches gave a "definitely yes" response to this question, feeling that the counseling sessions bridged a gap between the youth and the adult world of work.

6. How could they have been better?

   Suggestions for improvement were few but focused on allowing more time for counseling and the possibility of meeting in a non-work environment for counseling sessions.

7. What improvements would you suggest for next year's STAR I program?

   The following suggestions were given by the job coaches: revamping the bi-weekly training sessions; beginning the training program earlier more preparation for GOLD STAR Mentors; continuation of program funds; and the recruitment of more male students and other ethnic groups.

C. Youth Employment

1. Did the student's career interests generally match their job placement?

   Generally, the job coaches felt the "match" between the students' interests and their site of summer employment was good.

2. As a job coach, were you satisfied with the student's job sites? Why?

   Job sites were exceptional and provided students with good exposure to many career levels.

3. Do you feel the students learned about new careers through the STAR I program? Why?

   Job coaches agreed that students learned about new careers at their place of employment, through their discussions with other students, the training sessions and the GOLD STAR program.

4. What impact have you had on your STAR I students this summer? Short-term impact? Long-term impact?

   Short term impact of the STAR I program provided summer employment, skill and attitudinal development and job stability. Long term impact optimistically would offer career awareness, "hands-on" job experience, educational motivation and an opportunity to be a part of the "working world" with the guidance of a caring youth program staff.

5. How well did most of your students perform at their jobs? (i.e., attendance, punctuality, readily accomplished tasks, and enthusiasm towards the job).

   Students were reported to have performed very well at their work places with good attendance and promptness being exceptional. Concerns were raised about students' academic preparation, credentials and basic skill deficiencies.

6. Would you like to be a job coach for the STAR I program again next summer? Why?

   All interviewed job coaches gave a "yes" response.

Interview Results

GOLD STAR Students

A. Training

1. Do you feel that the training you received was (adequate, helpful, deficient) in assiting you in your summer employment experience? Why?

   Fourteen of the interviewed students perceived the training to be helpful. The remaining five perceived the training as adequate. They felt the training prepared them for the world of work by upgrading their interpersonal skills and demonstrating proper procedures in the world of work (i.e., dress, interviews and work skills).

2. How could it have been better?

   The students indicated several areas of improvement. The following statments include some of their comments:

   - Provide field trips in various career areas.
   - Decrease the length of each training session.
   - Have the students more actively involved in the training.
   - Include more interesting speakers.

3. What did you learn most from your training?

   The responses of the students were varied for this question. Some of their comments included the following:

   - You must make a good first impression at a job interview.
   - I learned skills which I did not know I possessed.
   - Respect yourself and your job.
   - Always work for success.
   - Learned application and interview skills.
   - I learned the meaning of decision-making skills.

4. How did this help you on your job?

   The students agreed that their training helped them to communicate better at their job. The training also assisted them in a better understanding and respect for individuals which permitted them to feel more comfortable at work.

B. Counseling

1. How often have you had contact with your job coach? Type of contacts?

   Eighty-four (84) percent of the interviewed students had 2-4 contacts per week with their job coach. The majority of the contacts were in person. However, a few indicated contact through letters and telephone calls.

2. How often have you had contact with your GOLD STAR Mentor? Type of contacts?

   The majority (53%) of the interviewed GOLD STAR students indicated three contacts with their mentor. Twenty-seven (27) percent indicated they had met their mentor once. Two GOLD STAR students indicated they had no contact with their mentor while one student indicated weekly meetings. The types of contact included: lunch, in-person, telephone calls and tours.

3. How has your job coach assisted you in your summer employment experience? In your career aspirations?

   The job coaches were commended for their help in job search problems (i.e., job applications, interviews, transportation and recommendations). They were described as friendly, good listeners, concerned and continually providing encouragement. The job coaches provided a support system for the students. Additionally, they provided career information and gave direction to the students in regards to their career aspirations.

4. How has your GOLD STAR Mentor assisted you in your summer employment experience? In your career aspirations?

   The GOLD STAR students repeatedly indicated that their mentor discussed the need for specific high school and college courses. The mentors also arranged interviews for the students. The students indicated that their mentors discussed the importance of inter-personal skills, expectations of the work world and the format for a resume.

5. Has your job coach/mentor been conveniently available to counsel you?

   The students unanimously agreed their job coaches were conveniently available to counsel them. The GOLD STAR students felt their mentors were conveniently available with the exception of those students who were unable to meet with their mentor.

6. How have these counseling sessions been valuable to you?

   The counseling sessions provided the opportunity for the discussion of individual concerns. The students felt comfortable discussing employer expectations and areas of improvement in the one-to-one setting. Some felt the need for more counseling sessions and indicated the sessions were excellent preparation for the future.

7. How could they have been better?

   The main improvement indicated by the students was more time for the counseling sessions. The GOLD STAR students indicated the need for more mentors.

8. Have you met new job contacts through your GOLD STAR Mentor?

   Fifty-six (56) percent of the interviewed GOLD STAR students felt they had made new job contact through their GOLD STAR mentor.

9. How have you learned about career options with your mentor?

   The GOLD STAR students responded that they had learned about career options from their mentor through discussions, interviews and tours.

C. Achievement of Program Goals

1. Did your place of employment match your choice of career interests?

   Fifty-eight (58) percent of the interviewed students felt their place of employment did not match their career interests.

2. What skills did you learn at your job site?

   The skills acquired by the students ranged from inter-personal skills to manual skills. The students responded with the following comments:

   - office procedures (e.g., answering the telephone, shorthand, typing, duplicating, etc.);
   - computer skills;
   - tutoring with patience;
   - understanding older and younger individuals;
   - installation of a roof; and
   - limited Spanish conversation.

3. What have you learned about new careers and your chosen career this summer?

   The students indicated they learned the course and training requirements for various jobs. They were counseled with regard to schools where they could receive the needed training and the availability of that type of job once the training is completed. As a result of their summer experience, a few students indicated they had changed their minds in regard to their career aspirations.

4. What impact has your employment had upon you? Short term impact? Long term impact?

   The short term impact of the students' employment was the opportunity for income. The long term impact of the students' employment was many faceted. Outcomes listed by the students included the following:

   - new skills;
   - maturity;
   - budget planning;
   - increased career awareness;
   - work experience;
   - inter-personal skills; and
   - realized the importance of success over money.

5. How well did you perform at your job?

   The following table provides the breakdown for the students' responses to this question:

	Very Good	Good	Fair	Poor	Don't Know
Attendance	12	6	1		
On time	16	3			
Readily accomplished tasks	13	6			
Enthusiasm towards job	10	4	4	1	

Eighteen (95%) of the interviewed students rated their attendance as good or very good. One hundred percent (19 students) rated their punctuality and task accomplishment as good or very good. Enthusiasm towards their job received the lowest rating by the students. Yet fourteen (74%) students rated this aspect as good or very good.

Questionnaire Results

GOLD STAR Mentors

The questionnaire mailed to the GOLD STAR Mentors listed 13 items dealing with the achievement of the program's goals. The mentors were to respond in agreement (i.e., YES), disagreement (i.e., NO) or could not respond (i.e., NA). Seventy-one percent of the mentors responded to the questionnaire.

The mean response to the items on the mentor's questionnaire indicated a high level of agreement on the majority of the items (see Table 4). As indicated in the table, more than 80% of the surveyed mentors felt that:

- The goals of the GOLD STAR Mentor project were clearly explained to them. (86%)
- They felt that the goals of the GOLD STAR project were realistic. (88%)
- They felt it was their duty as a concerned adult to participate in the project. (94%)
- They would be glad to be a GOLD STAR Mentor again next year. (80%)

The least positive response from the mentors resulted from the items concerned with hiring the student and contacting the parents of the students. Forty-four (44) percent of the mentors had made an effort to contact the parent(s) of the youth assigned to them. Fifty (50) percent responded that if they were able, they would hire the young person assigned to them to work in their organization.

An additional item requested suggestions or comments about the GOLD STAR Mentor project. The GOLD STAR Mentors provided constructive suggestions for improvement. Some of their comments follow:

- Assignments were made too late.
- Mentors and students should be better coordinated.
- Students should contact their mentors as soon as possible.
- Parent participation should be improved.
- Program should begin earlier in high school.
- Program should be implemented for a longer period-summer is too short.
- Program should be limited to eager and interested students.
- Enrollment in the program should be expanded.
- A short biographical sketch of the student should be provided in advance to the mentor.

- Students should have realistic goals based on their academic skills
- The administrators of the project need to follow-up on the activities of the students and their mentors.
- More structure and accountability is needed in the program.

Employers

A questionnaire was mailed to employers who retained more than five STAR I students. Twelve items requested information on the number of STAR I students employed at the beginning and end of the program, their attendance and punctuality, their skill level and acquisition, interpersonal skills, SYEP training and future employment potential. The return rate on the employer questionnaire was 100%.

Although the questionnaire was sent to employers who retained more than five STAR I students, the response to Item 1, (i.e., How many summer youth were placed with your organization at the beginning of this summer's program?) ranged from 2 to 21 with a mean response of 9.3 students. The response to Item 2 (i.e., How many summer youth are still with your organization as of August 19, 1983?) ranged from 0 to 21 with a mean response of 6.6 students. The employers indicated that 0 to 17 students with a mean response of 3.9 students had excellent attendance (i.e., Item 3: How many youth employed by your organization had excellent attendance - missed no more than 1 day or none at all?). The responses to Item 4 (i.e., How many youth employed by your organization had poor attendance - missed 2 or more days?) ranged from 0 to 9 students with a mean response of 3.6 students.

Table 5a represents the summary information on the punctuality and level and acquisition of skills of the STAR I students as perceived by the employers. Table 5b represents summary information on the students' interpersonal skills, SYEP training and future employment potential as perceived by the employers. The responses were extremely positive. Ninety-four percent of the employers indicated that:

- The youth employed by their organization for the most part worked well with co-workers.
- If possible their organization would hire some of these youth as full-time employees.

Students

The STAR I students were requested to complete an 18 item questionnaire at their last training session. Various aspects of the program were evaluated using a 5-point scale (i.e., strongly agree, agree, undecided, disagree, and strongly disagree). As indicated by the mean responses (see Table 6), the students' most positive response was to Item 18 (i.e., The overall STAR I program was a valuable experience), while the least positive response was to Item 8 (i.e., My place of summer employment was closely related to my chosen career field).

More than 80% of the surveyed students agreed or strongly agreed that:

- The on-site job training was beneficial. (86%)
- The IPS training prepared them for their summer employment experience. (81%)
- The job coach(es) were helpful in counseling them during their employment experience.(81%)
- Their overall summer job performance was satisfactory.(84%)
- Their motivation to work was high during the summer work experience. (81%)
- As a result of their summer work experience, they felt more motivated toward school or further education. (80%)
- The overall STAR I program was a valuable experience. (89%)

The demographic breakdown of the STAR I students' characteristics are contained in Table 7. The breakdown includes age, grade, race, sex and grade point average.

The graphs on the following pages represent the relationship among the responses in each category for each item on the questionnaires. Graph I provides the information for the GOLD STAR Mentor questionnaire. Due to the different response formats, Graphs 2a and 2b provide the information for the employer questionnaire. Graph 3 provides the relationship among the responses in each category for each item from the student questionnaire.

TABLE 4

Responses to the GOLD STAR Mentor Questionnaire

Item		Yes		No		Not Applicable/ No Response		Total	
	$\bar{X}$	N	%	N	%	N	%	N	%
1. The goals of the GOLD STAR Mentor project were clearly explained to me.	1.82	43	86.0	5	10.0	2	4.0	50	100.0
2. I felt that the goals of the GOLD STAR project were realistic.	1.78	44	88.0	1	2.0	5	10.0	50	100.0
3. The GOLD STAR Mentor project took more time than I could give.	1.06	5	10.0	43	86.0	2	4.0	50	100.0
4. I feel that the youth(s) assigned to me received a valuable experience.	1.50	36	72.0	3	6.0	11	22.0	50	100.0
5. I feel that the relationship established between the young person and me will continue after the project ends.	1.44	29	58.0	14	28.0	7	14.0	50	100.0
6. I felt it was my duty as a concerned adult to participate in the project.	1.92	47	94.0	2	4.0	1	2.0	50	100.0
7. If I were able, I would hire the young person assigned to me to work in my organization.	1.24	25	50.0	12	24.0	13	26.0	50	100.0
8. I would gladly serve as a character reference for the young person assigned to me.	1.44	30	60.0	12	24.0	8	16.0	50	100.0
9. I spent over (half/less than half) of my time counseling my young person about careers when we were together.	1.74	38	76.0	11	22.0	1	2.0	50	100.0
10. I did make an effort to contact the parent(s) of the youth assigned to me.	1.40	22	44.0	26	52.0	2	4.0	50	100.0

TABLE 4

Responses to the GOLD STAR Mentor Questionnaire

		Yes		No		Not Applicable/ No Response		Total	
	$\bar{X}$	N	%	N	%	N	%	N	%
11. I took the initiative to stay in contact with the young person assigned to me.	1.66	36	72.0	11	22.0	3	6.0	50	100.0
12. The young person assigned to me made every effort to develop a good relationship with me.	1.70	39	78.0	7	14.0	4	8.0	50	100.0
13. I would be glad to be a GOLD STAR Mentor again next year.	1.64	40	80.0	2	4.0	8	16.0	50	100.0

GRAPH 1

Percent of Responses to the GOLD STAR Mentor Questionnaire

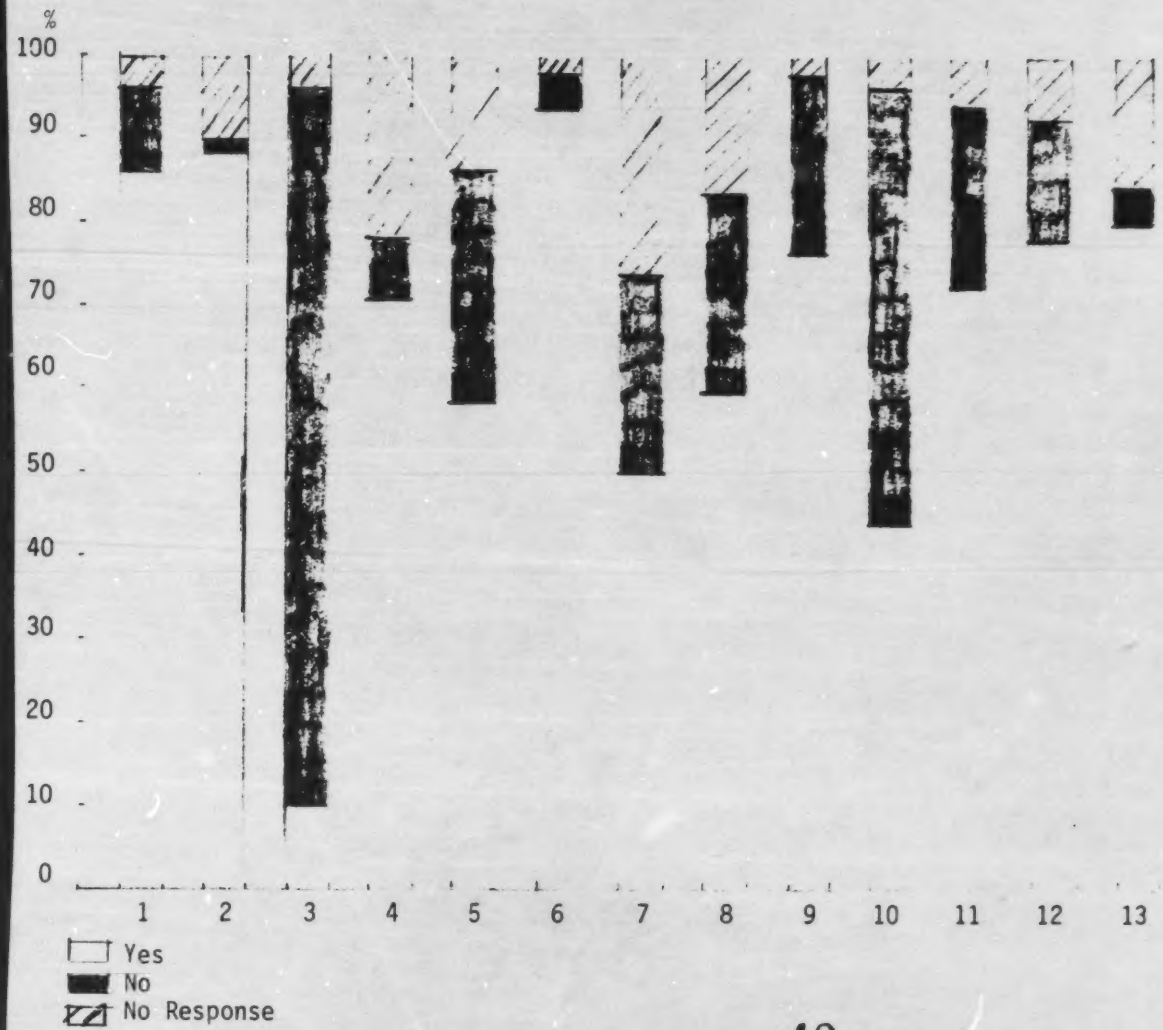

TABLE 5a

Responses to the STAR I Employer Questionnaire

Item	Approximate Percentage																	
	100			80		60		40		20		10		No Response		Total		
	T	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	%*
5. What percentage of the youth placed with your organization needed on-the-job training.	77.2	10	55.6	3	16.7	1	5.6	2	11.1	0	0.0	1	5.6	1	5.6	18	100.2	
6. What percentage of the youth placed with your organization completed work on time?	69.4	4	22.2	8	44.4	2	11.1	2	11.1	0	0.0	1	5.6	1	5.6	18	100.0	
7. What percentage of the youth employed came to work on time everyday?	67.8	1	5.6	12	66.7	2	11.1	0	0.0	2	11.1	0	0.0	1	5.6	18	100.1	
8. What percentage of the youth employed had skills appropriate to the job?	65.0	4	22.2	6	33.3	3	16.7	1	5.6	3	16.7	1	5.6	0	0.0	18	100.1	

*Percent may not total 100 due to rounding.

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GRAPH 2a

Percent of Responses to the STAR I Employer Questionnaire

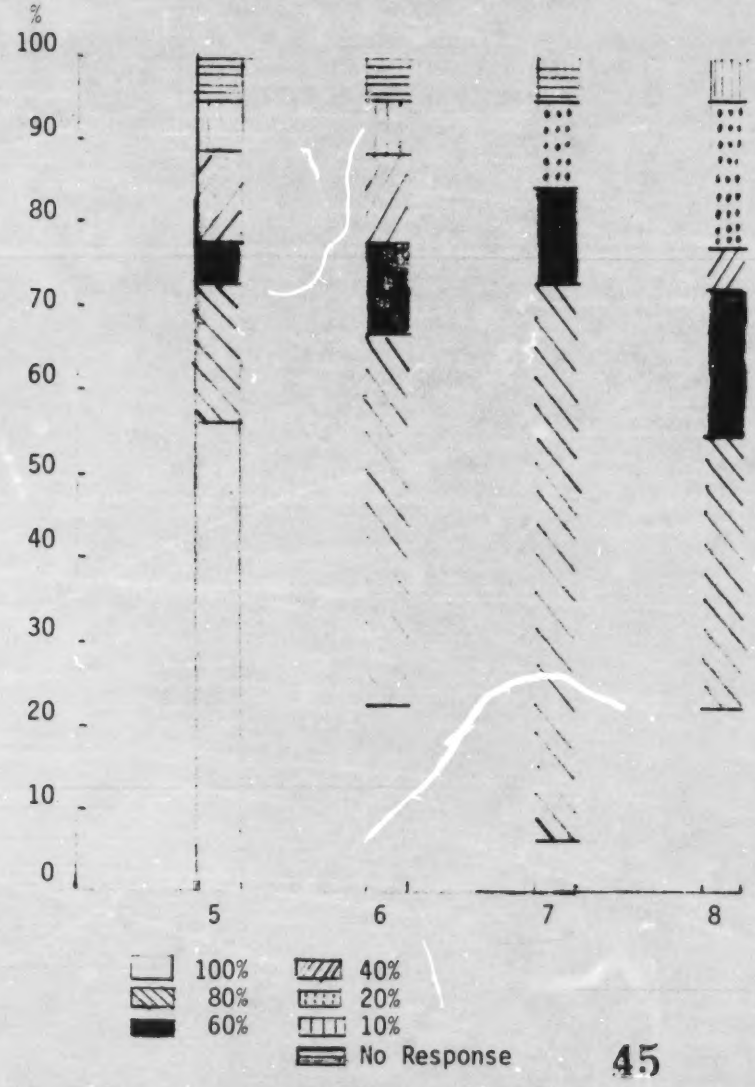


TABLE 5b

Responses to the STAR I Employer Questionnaire

Item	Yes			No		Don't Know/ No Response		Total	
	$\bar{X}$	N	%	N	%	N	%	N	%
9. The youth employed by my organization for the most part worked well with co-workers.	1.94	17	94.4	1	5.6	0	0.0	18	100.0
10. I feel that if possible my organization would hire some of these youth as full-time employees.	1.94	17	94.4	1	5.6	0	0.0	18	100.0
11. The pre-employment training received by these youth from the IPS Summer Youth Employment Program prepared them well for work.	1.72	13	72.2	5	27.8	0	0.0	18	100.0
12. The on-going training the youth received every other Friday seemed appropriate and worthwhile.	1.72	13	72.2	5	27.8	0	0.0	18	100.0
13. The on-going training received by the summer youth every other Friday seemed to make a difference in the work attitudes of the youth.	1.56	12	66.7	4	22.2	2	11.1	18	100.0
14. Our organization would like to have more IPS youth-employees next summer.	1.72	15	83.3	1	5.6	2	11.1	18	100.0

GRAPH 2b

Percent of Responses to the STAR I Employer Questionnaire

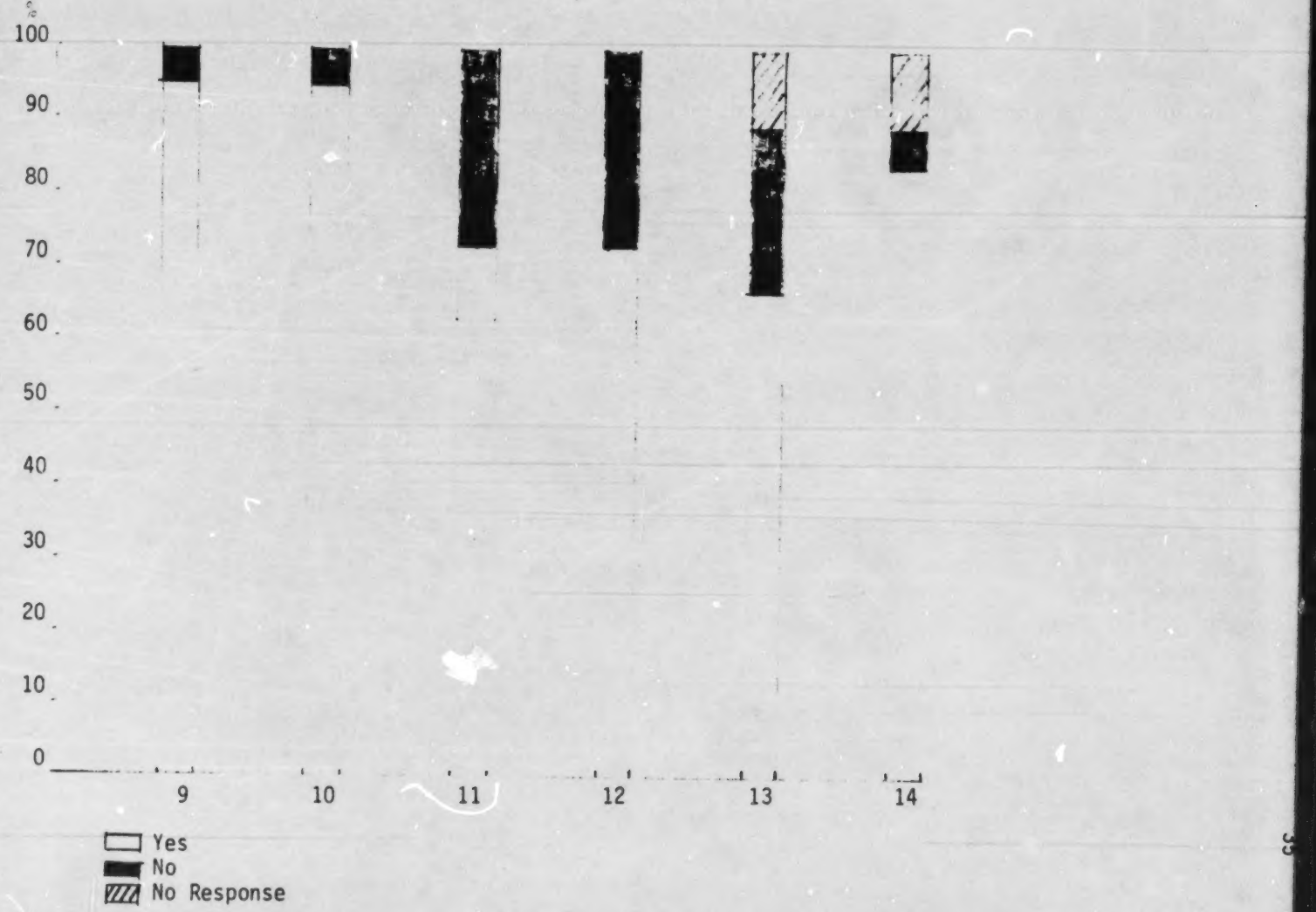


TABLE 6

Responses to the TAR I Student Questionaire

Item	$\bar{X}$	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Non-Respondent		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	% *
1. The IPS training (Pay Day Sessions) assisted me in my summer employment experience.	3.94	98	31.9	128	41.7	48	15.6	19	6.2	10	3.3	4	1.3	307	100.0
2. The on-site job training was beneficial.	4.29	161	52.4	104	33.9	22	7.2	10	3.3	10	3.3	0	0.0	307	100.0
3. The IPS training prepared me for my summer employment experience.	4.08	128	41.7	119	38.8	24	7.8	19	6.2	14	4.6	3	1.0	307	100.1
4. The job coach(es) were helpful in counseling me during my employment experience.	4.10	127	41.4	120	39.1	27	8.8	19	6.2	11	3.6	3	1.0	307	100.1
5. The job coach(es) were conveniently available to counsel me.	3.98	104	33.9	134	43.6	32	10.4	23	7.5	11	3.6	3	1.0	307	100.0
6. The counseling sessions were valuable to me.	3.81	75	24.4	144	46.9	49	16.0	16	5.2	17	5.5	6	2.0	307	100.0
7. The job coach(es) assisted me in exploring career options and new job contacts during the summer.	3.77	100	32.6	105	34.2	40	13.0	35	11.4	20	6.5	7	2.3	307	100.0
8. My place of summer employment was closely related to my chosen career field.	3.35	106	34.5	59	19.2	32	10.4	51	16.6	57	18.6	2	0.7	307	100.0

TABLE 6

Responses to the STAR I Student Questionaire

9. The job skills learned during the summer will apply to my future career plans.	3.66	107	34.9	85	27.7	43	14.0	40	13.0	29	9.4	3	1.0	307	100.0
10. I have learned about new careers through my summer work experience and training.	4.01	114	37.1	119	38.8	40	13.0	22	7.2	9	2.9	3	1.0	307	100.0
11. My overall summer job experience was valuable.	4.16	137	44.6	105	34.2	39	12.7	16	5.2	6	2.0	4	1.3	307	100.0
12. My overall summer job performance was satisfactory.	4.22	149	48.5	108	35.2	23	7.5	16	5.2	9	2.9	2	0.7	307	100.0
13. I was prepared for my summer job.	4.14	145	47.2	100	32.6	26	8.5	20	6.5	12	3.9	4	1.3	307	100.0
14. My motivation to work was high during my summer work experience.	4.15	138	45.0	109	35.5	31	10.1	17	5.5	9	2.9	3	1.0	307	100.0
15. As a result of my summer work experience, I feel more motivated towards school or further education.	4.18	141	45.9	106	34.5	35	11.4	13	4.2	8	2.6	4	1.3	307	99.9
16. As a result of my summer work experience, I am more aware of various career fields.	4.05	122	39.7	119	38.8	30	9.8	21	6.8	12	3.9	3	1.0	307	100.0
17. I feel that my summer employment experience will have a long term impact on me.	4.05	132	43.0	104	33.9	37	12.1	14	4.6	17	5.5	3	1.0	307	100.1
18. The overall STAR I program was a valuable experience.	4.48	203	66.1	71	23.1	13	4.2	7	2.3	10	3.3	3	1.0	307	100.0

*Percent may not total 100 due to rounding.

GRAPH 3

Percent of Responses to the STAR I Student Questionnaire

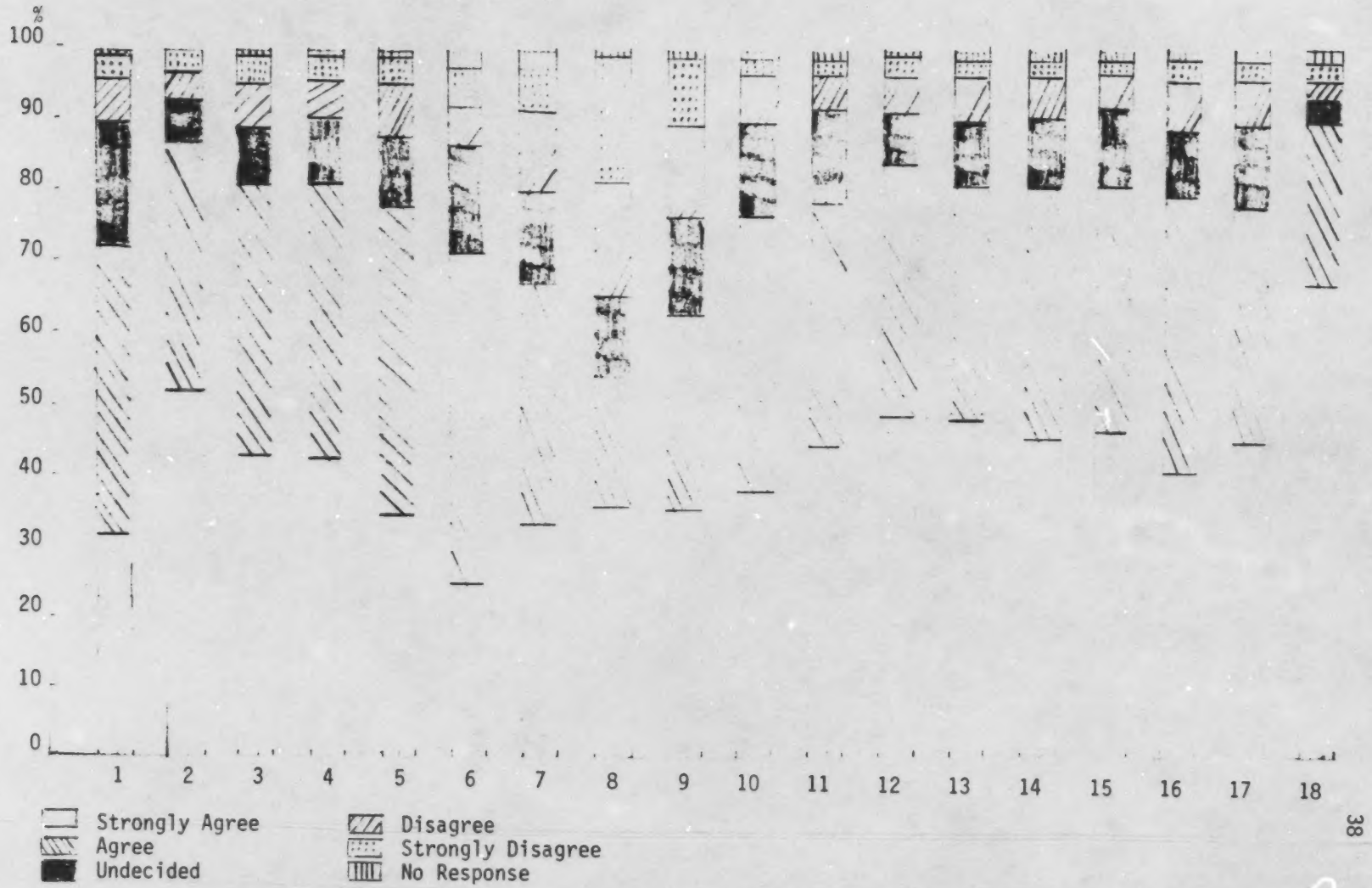


TABLE 7

Summary of Demographic Data for the STAR I
Students Who Responded to the Questionnaire

Age	N	Grade	N	Sex	N	Race	N	GPA**	N
16	85	10	7	M	108	Black	273	A	13
17	107	11	93	F	196	White	17	B	118
18	86	12	117			Other	2	C	140
19	19	College	18					D	
20	3							F	
21	1								
NR*	6	NR	72	NR	3		15	NR	36
TOTAL	307		307		307		307		307

*NR - No Response
**GPA - Grade Point Average (i.e., A: 7.0 - 8.0; B: 5.01 - 6.99; C: 3.00 - 5.00; D: 1.01 - 2.99; F: 0.0 - 1.0; based on an eight (8)-point grading scale).

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions are the result of a systematic analysis of the results of the record analysis, observations, interviews and questionnaires.

STAR I

1. The STAR I program promoted the development and testing of unique youth employment models, including a pilot student/mentor project.
2. The STAR I program provided 406 youth with well-supervised work experiences to "reality test" their perceptions of occupations related to their career interests.
3. The STAR I program allowed participants to earn needed income while gaining hands-on work experience.
4. The STAR I training sessions provided activities which reinforced the work experience and career development of participants.
5. The STAR I program provided adequate management of 406 youth, each assigned to an individual position.
6. A majority of the job coaches, employers and mentors felt that the STAR I program had achieved the program goals to a significant degree.
7. A majority of the students' attitudes toward work and higher education was enhanced through program participation.
8. The majority of the STAR I youth, employers, mentors and job coaches believed the STAR I program to be a valuable youth-employment program.
9. A vast majority of STAR I students praised their job coaches for their availability, career counseling, helpfulness and invaluable service.
10. A majority of the STAR I students performed satisfactorily at their work-sites.

11. A vast majority of the employers felt that the STAR I students worked well with co-workers and if possible they would hire the STAR I youth as full-time employees.
12. The IPS bi-weekly training sessions were helpful in preparing the STAR I students for their summer employment experiences.
13. The STAR I students perceived that they acquired information from training and their employment experiences in the following areas: general labor market orientation, how to get and hold a job, communication skills, decision-making skills, motivation towards positive attitudes education and career awareness. However, resume writing skills were not evident among the STAR I students.

STAR I and GOLD STAR Mentor Project

1. The STAR I and GOLD STAR Mentor Program provided a partnership among education, youth, public sector employers, community leaders, and private sectors putting their resources together to positively impact youth employment and motivation.
2. The GOLD STAR Mentors and STAR I job coaches would return to a similar program next year.
3. A large percentage of STAR I students and GOLD STAR Mentors felt the coordination of the "match" between students' career interest and worksite or mentor's career field was not congruent.

GOLD STAR Mentor Project

1. The GOLD STAR Mentor Project provided many students with role models, job contacts, career exposure and counseling, workplace tours and a one-on-one experience with a community leader.
2. The GOLD STAR Mentor felt the goals of the project were realistic and clearly explained to them.

Tutorial Component

1. The STAR I tutors were highly praised by all for their abilities and efforts in the summer school tutoring component.

Recommendations

The following recommendations should serve to assist Summer Youth Employment administrative leaders in developing and improving future STAR I programs.

STAR I

1. A more accurate "match" is needed between students' interest and area of employment.
2. A serious attempt should be made to have egalitarian principles reflected in the STAR I staff, participants and job placement.
3. More program time needs to be given to student counseling. It is also suggested that counseling sessions take place outside the worksite.
4. Special attention needs to be directed towards the staff at all levels exuding professional procedural protocol and demeanor in the conduct of their on-going programmatic responsibilities.
5. Because of confusion and disorganization in the placement process, it is suggested that enrollment in future STAR I programs be limited to the starting dates.
6. Consideration should be given to redesigning the STAR I training component. In order to better manage students and the program, shorter more intensive training sessions should be developed for small group needs.
7. Field trips to various workplace sites should be integrated into the training process.
8. It is strongly suggested that a remediation component (i.e., for students with deficient verbal and academic skills) be added to the STAR I program.

9. Federal and private sector funds should be sought to continue the STAR I program throughout the year.

GOLD STAR Mentor Project

1. It is recommended that this unique pilot project be continued throughout the year
2. Planning and publicity of the summer GOLD STAR program needs to begin earlier in the spring to be effective. Recruitment and publicity methods and materials need to be developed earlier using a multifaceted approach, requiring SYEP follow-up.
3. Consideration should be given to recruiting younger youth (i.e., sophomores) for the program.
4. The program should include only those students who are positively committed and enthusiastic to working with a mentor project.
5. Opportunities for GOLD STAR students' parents to become more involved in the program should be planned.
6. If possible, there should be better placement coordination between the career aspirations of the STAR students and their mentor assignment.
7. Emphasis should be given to motivating students towards higher education levels and exposure to various career levels in the student's chosen field.
8. Students should be held accountable for initiating and maintaining contacts and attending meetings and tours. Job coaches need to be apprised of the contacts.
9. Mentors should be given a clearer understanding of their role, obligations and responsibilities.
10. Students should have an orientation meeting which focuses on: making initial mentor contacts, business telephone conversations, articulating career plans and concerns, writing business letters, business etiquette and projecting a positive image.

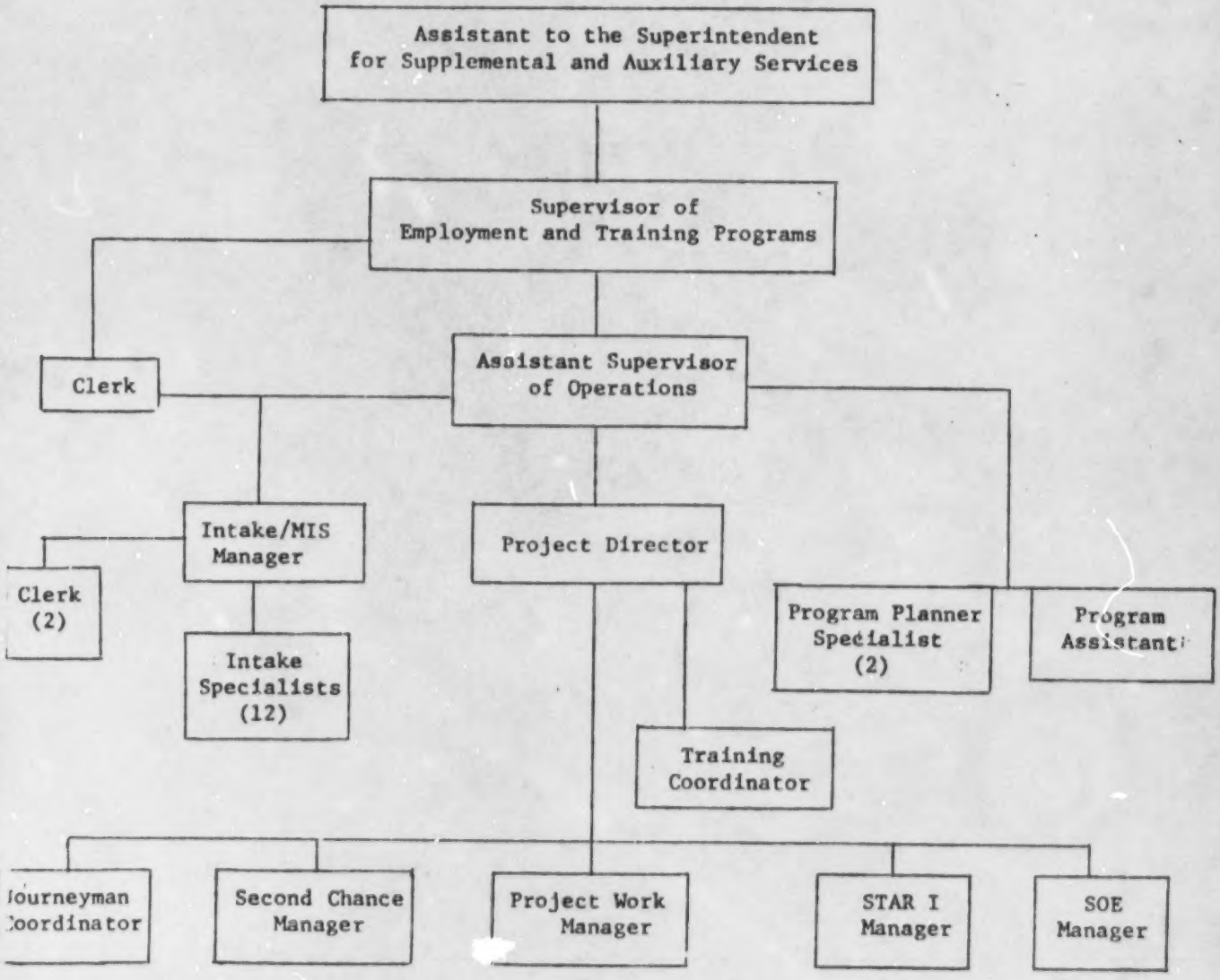
Tutorial Component

1. After the summer tutorial sessions have begun, new students should not be assigned to work in the program.
2. Because many of the same ideas were a part of both the STRIVE and STAR I tutorial component, it is suggested that tutors from both projects meet weekly to exchange ideas and experiences for mutual benefit.
3. There is a need to develop and/or enhance the goals and objectives and subsequent in-depth training for involved personnel.

APPENDICES

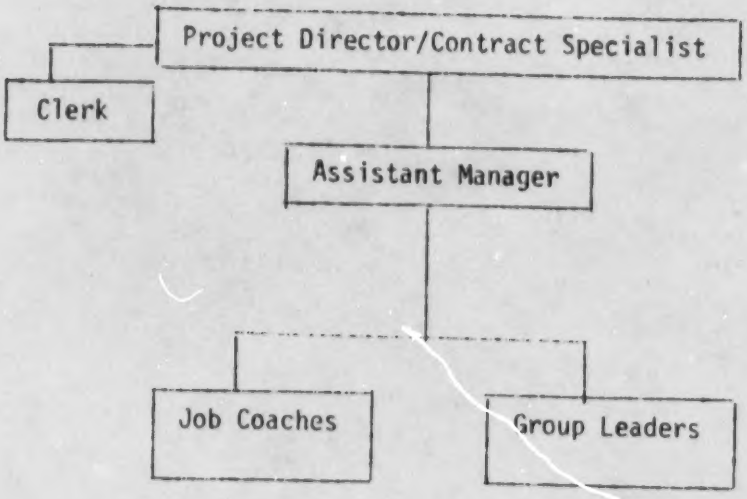
Appendix A

MANAGEMENT ORGANIZATIONAL CHART for 1983 SYEP



ORGANIZATIONAL CHART

STAR I



Appendix B

STAR I

Analysis of Records

1. Total number of STAR I students: _____

2. Demographic Data (for total number of students).

   a. Race _____

   b. Sex _____

   c. Age _____

3. Total possible days of attendance at work sites: _____

4. Attrition Rate: _____

5. Average Daily Attendance of all students: _____

Appendix C

GOLD STAR Mentor

Telephone Interview

1. How were you recruited to participate in this program? (contacts, meetings, correspondence)

2. In your opinion, what were the goals of this program?

3. We were told that one of the goals of this project was to have you serve as a role model for your STAR I student. How have you been able to implement this this goal?

4. A second goal was to provide the students with an opportunity to get exposure to various careers. How have you been able to implement this goal?

5. Did the STAR I student assigned to you have a career interest similar to yours?

6. How many contacts or counseling sessions did you have with your STAR I youth? Please describe the general nature of those contacts.

7. Have you had any contact with the youth's parents?

8. Please describe the two career observation visits arranged by you for your STAR I youth.

9. How did you assist your STAR I youth in preparing a resume?

10. Would you participate in a similar role next summer or during the school year?

11. What are your plans to continue your relationship with your STAR I student?

12. Other suggestions or comments for program improvement?

Appendix D

STAR I

Job Coach Interview

A. Training

1. Do you feel that the student training for the STAR I program was (adequate, helpful, deficient) in assisting them with their summer work experience? Why?

2. How could the training have been improved?

3. What was the most valuable part of training for the students?

4. Do you feel that your training as a job coach for the STAR I program was (adequate, helpful, deficient) in assisting you to fulfill your position? Why?

B. Counseling

1. How often have you had contact with your assigned students? Type of contacts?

2. How often have you had contact with the student's employer? Type of contacts?

3. How often have you had contact with the student's parents? Type of contacts?

4. How often have you had contact with the GOLD STAR Mentors? Type of contacts?

5. Do you feel that the counseling sessions have been valuable to the students? How?

6. How could they have been better?

7. What improvements would you suggest for next year's STAR I program?

C. Youth Employment

1. Did the student's career interest generally match their job placement?

2. As a job coach, were you satisfied with the student's job sites? Why?

3. Do you feel the students learned about new careers through the STAR I program? Why?

4. What impact have you had on your STAR I students this summer? Short-term impact? Long-term impact?

5. How well did most of your students perform at their jobs? (i.e., attendance, punctuality, readily accomplished tasks, and enthusiasm towards the job).

6. Would you like to be a job coach for the STAR I program again next summer? Why?

Appendix E

GOLD STAR

Student Interview

Age ____ Grade ____ Sex _____ Race _____

Employer _____

A. Training

1. Do you feel that the training you received was (adequate, helpful, or deficient) in assisting you in your summer employment experience?
   Why?

2. How could it have been better?

3. What did you learn most from your training?

4. How did this help you on your job?

B. Counseling

5. How often have you had contact with your job coach? _____
   Type of contacts?

6. How often have you had contact with your GOLD STAR Mentor? _____
   Type of contacts?

7. How has your job coach assisted you in your summer employment experience? In your career aspirations?

8. How has your GOLD STAR Mentor assisted you in your summer employment experience? In your career aspirations?

9. Has your job coach/mentor been conveniently available to counsel you?

10. How have these counseling sessions been valuable to you?

11. How could they have been better?

12. Have you met new job contacts through your GOLD STAR Mentor?

13. How have you learned about career options with your mentor?

C. Achievement of Programs Goals

14. Did your place of employment match your choice of career interests?

15. What skills did you learn at your job site?

16. What have you learned about new careers and your chosen career this summer?

17. What impact has your employment had upon you?
    Short-term impact?

    Long-term impact?

18. How well did you perform at your job?

	Very Good	Good	Fair	Poor	Don't know
Attendance					
On time					
Readily accomplished tasks					
Enthusiasm towards job					

Appendix F

GOLD STAR Mentor
Questionnaire

Please check "YES" or "NO" on the appropriate line following each statement.

Please return the completed questionnaire to Indiana University in the enclosed stamped, self-addressed envelope by August 24, 1983.

		YES	NO	NA
1.	The goals of the GOLD STAR Mentor project were clearly explained to me.			
2.	I felt that the goals of the GOLD STAR project were realistic.			
3.	The GOLD STAR Mentor project took more time than I could give.			
4.	I feel that the youth(s) assigned to me received a valuable experience.			
5.	I feel that the relationship established between the young person and me will continue after the project ends.			
6.	I felt it was my duty as a concerned adult to participate in this project.			
7.	If I were able, I would hire the young person assigned to me to work in my organization.			
8.	I would gladly serve as a character reference for the young person assigned to me.			
9.	I spent over (half/less than half) of my time counseling my young person about careers when we were together.			
10.	I did make an effort to contact the parent(s) of the youth assigned to me.			
11.	I took the initiative to stay in contact with the young person assigned to me.			
12.	The young person assigned to me made every effort to develop a good relationship with me.			
13.	I would be glad to be a GOLD STAR Mentor again next year.			
14.	Please give suggestions or comments for the improvement of the GOLD STAR Mentor project.			

Appendix G

STAR I (SYEP)

Employer Questionnaire

Please place the appropriate number on the line.

1. How many summer youth were placed with your organization at the beginning of this summer's program. _____

2. How many summer youth are still with your organization as of August 19, 1983. _____

3. How many youth employed by your organization had excellent attendance (missed no more than 1 day or none at all)? _____

4. How many youth employed by your organization had poor attendance (missed 2 or more days)? _____

Please circle the appropriate percentage.

5. What percentage of the youth placed with your organization needed on-the-job training?	100	80	60	40	20	10
6. What percentage of the youth placed with your organization completed work on time?	100	80	60	40	20	10
7. What percentage of the youth employed came to work on time everyday?	100	80	60	40	20	10
8. What percentage of the youth employed had skills appropriate to the job?	100	80	60	40	20	10

Answer the following questions by checking yes or no.	YES	NO
9. The youth employed by my organization for the most part worked well with co-workers.	_____	_____
10. I feel that if possible my organization would hire some of these youth as full-time employees.	_____	_____
11. The pre-employment training received by these youth from the IPS Summer Youth Employment Program prepared them well for work.	_____	_____
12. The on-going training the youth received every other Friday seemed appropriate and worthwhile.	_____	_____

	YES	NO
13. The on-going training, received by the summer youth every other Friday, seemed to make a difference in the work attitudes of the youth.	_____	_____
14. Our organization would like to have more IPS youth-employees next summer.	_____	_____

15. Do you have additional comments or suggestions regarding the IPS Summer Youth Employment Program?

Appendix H

STAR I (SYEP)

Student Questionnaire

Directions: Please assist us with evaluating the STAR I program by completing the items below. Your comments regarding the program's strengths and weaknesses will help to direct future IPS youth employment projects. Thank you.

Age _____ Grade _____ Sex _____ Race _____

Grade Point Average _____ Employer _____

For the following statements please respond according to the scale indicated below.

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

A. TRAINING

1.	The IPS training (Pay Day Sessions) assisted me in my summer employment experience.	1	2	3	4	5
2.	The on-site job training was beneficial.	1	2	3	4	5
3.	The IPS training prepared me for my summer employment experience.	1	2	3	4	5

B. COUNSELING

4.	The job coach(es) were helpful in counseling me during my employment experience.	1	2	3	4	5
5.	The job coach(es) were conveniently available to counsel me.	1	2	3	4	5
6.	The counseling sessions were valuable to me.	1	2	3	4	5
7.	The job coach(es) assisted me in exploring career options and new job contacts during the summer.	1	2	3	4	5

C. ACHIEVEMENT OF PROGRAM GOALS

8.	My place of summer employment was closely related to my chosen career field.	1	2	3	4	5

9.	The job skills learned during the summer will apply to my future career plans.	1	2	3	4	5
10.	I have learned about new careers through my summer work experience and training.	1	2	3	4	5
11.	My overall summer job experience was valuable.	1	2	3	4	5
12.	My overall summer job performance was satisfactory.	1	2	3	4	5
13.	I was prepared for my summer job.	1	2	3	4	5
14.	My motivation to work was high during my summer work experience.	1	2	3	4	5
15.	As a result of my summer work experience, I feel more motivated towards school or further education.	1	2	3	4	5
16.	As a result of my summer work experience, I am more aware of various career fields.	1	2	3	4	5
17.	I feel that my summer employment experience will have a long term impact on me.	1	2	3	4	5
18.	The overall STAR I program was a valuable experience.	1	2	3	4	5